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JOB RECOGNITION (JOBREC) STUDY
AN EVALUATION AND SELECTION OF METHODS TO OBTAIN
CIVILIAN RECOGNITION AND ACCEPTANCE OF SOLDIER SKILLS

FINAL REPORT

by

LTC HAL W. DOWNEY

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MAY 1977

PREPARED BY

THE DEPARTMENT OF THE ARMY

THE ADJUTANT GENERAL CENTER

✓ EDUCATION DIRECTORATE

WASHINGTON, DC

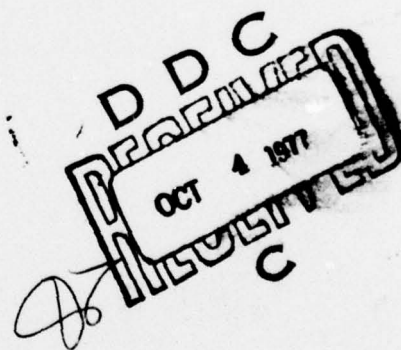
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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) Ex-soldiers are having difficulty obtaining civilian employment at appropriate levels even though their military skills are directly related. The study group was tasked to develop programs to solve this problem. Results were recommendations for the development and implementation of three types of skill documentation programs: apprenticeship, technical certification, and industry recognition. Programs to assist personnel having skills (MOS/SSI) not specifically relatable to a civilian skill remain to be developed.		

FOREWORD

This report is a discussion of the investigation, findings, and program development efforts involved in a HQDA study conducted under the supervision of The Adjutant General.

Conducted from January to December 1976, this study was accomplished by a multidisciplined group whose organization and content changed during the study period. Disciplines represented on the study were educational Administration, Personnel Management, Research Psychology, and Management Analysis.

Personnel participating as members of the study group were LTC Hal W. Downey, LTC Guy A. Smith, MAJ Bert Stone, MAJ Joseph Gorecki, MAJ Thomas Thomas, CPT Billy Burnside, Mr. Douglas Innes, Mr. Bruce Blevins, Mr. William Riddel, and Mr. Frank Lonski.

Throughout the study period assistance was requested and received from many outside agencies. Most frequently contacted were LTC James Garnett, OASA(M&RA); MAJ Billy O'Barr, OTSG; MAJ Frank Keough, ODCSPER; and Mr. Ray Murlock, USAREC.

A special note of thanks is given to our administrative personnel Mrs. Neva Kilgore and Miss Judy Hamilton.

Appreciation is expressed to the personnel of the Office for National Industry Promotion of the US Department of Labor for their assistance and guidance in developing and promoting apprenticeship programs. Especially helpful have been Mr. Paul Vandiver, Mr. DeForrest Cline, Mr. Archie Moore, Mr. Edgar Barnett, and Mr. Bradley O'Brien.

TABLE OF CONTENTS

	PAGE
DD FORM 1473	1
FOREWORD	11
TABLE OF CONTENTS	111
SUMMARY	v
CHAPTER 1 - INTRODUCTION	1
Problem	1
Purpose	2
Objectives	2
Background	2
Methodology	4
Summary of Decisions Affecting the Conduct of the Study	5
CHAPTER 2 - ARMY SKILLS	7
Transferability of Skills (Military to Civilian)	7
Methods of Obtaining Civilian Recognition of Military Skills	8
CHAPTER 3 - ANALYSIS OF SKILL RECOGNITION ALTERNATIVES	11
Resume'	11
Educational Credentials	11
Consolidated Education Record	12
Accrediting of Military Experience	12
Vocational/Technical Educational Program (Voc/Tech)	13
Formalized Skill Documentation Programs	13

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TABLE OF CONTENTS (CONTINUED)	PAGE
No Skill Documentation Programs Developed	14
Selected Approach	14
Potential Benefits	14
CHAPTER 4 - PROGRAM CONCEPTS	17
Program Development	17
Program Management	19
Disclaimer	19
Credit for Previous Experience	19
CHAPTER 5 - CONCLUSIONS	21
CHAPTER 6 - RECOMMENDATIONS	23
ANNEXES A. SOURCES OF MILITARY-CIVILIAN SKILL RELATIONSHIP	25
B. ARMY MOS/SSI CONSIDERED INAPPROPRIATE FOR APPRENTICESHIP, TECHNICAL CERTIFICATION, OR INDUSTRY RECOGNITION PROGRAM DEVELOPMENT	26
C. PROGRAM DEVELOPMENT, MANAGEMENT, AND IMPLEMENTATION	27
D. APPRENTICESHIP PROGRAM (EXAMPLE)	34
E. SUMMARY OF RELATED STUDIES/SURVEYS	40
FIGURE 1 - APPRENTICESHIP DATA FLOW	33
REFERENCES	42
GLOSSARY	44
DISTRIBUTION LIST	46

SUMMARY

1. **PROBLEM.** Soldiers leaving the Army, who have attained proficiency in military skills which have civilian counterparts, are unable to obtain employment at levels commensurate with their capabilities and in many instances (evidence veteran unemployment rate) any type employment.

2. **BACKGROUND.**

a. Since the demise of Project Transition in May 1974 the Army has had no centralized program to assist soldiers leaving the service obtain employment at advanced skill levels.

b. TRADOC Service Schools have been developing pilot programs to obtain civilian recognition through apprenticeship, certification by a private association and direct industry recognition through individual resumes.

c. TAG was given responsibility for identifying developing programs, designing a program for centralized control over program development and administration, and expanding recognition programs to all specialties and ranks.

3. **PURPOSE.** The JOBREC Study Group was to study feasible approaches to the development of Army-wide recognition programs for all specialties and to recommend a plan for the rapid expansion and management of these programs.

4. **OBJECTIVES.**

a. Select avenues of skill recognition most suitable for the Army.

b. Determine means of implementing such programs without modification of Army training or mission-related duties.

c. Publish an approved Army Program for Job Recognition.

5. **SCOPE.** Programs for all active Army personnel were to be investigated. Expansion of developed programs to USAR/ARNG to be considered once their procedures have been debugged.

6. **METHOD.**

a. Allied Armies and sister services were surveyed to identify programs with potential to the Army (no significant findings).

b. Relative importance of skill recognition to the prospective enlistee/reenlistee researched from recent surveys.

c. Army specialties reviewed to determine their relationship to counterpart civilian skills and then categorized to generally conform to TRADOC pilot programs (apprenticeable, nonapprenticeable, and/or requiring licensing/certification).

d. Possible programs were judged as to feasibility and then as to ease of development and potential population served.

e. Programs with potential to help prevent current high veteran unemployment but beyond the ability of the study group to fully explore were identified for future evaluation.

f. Management systems were evaluated for each type program and systems for recording Army training and experience (manual and automated) were explored.

7. FINDINGS.

a. Soldiers are strongly influenced to reenlist, and young people to enlist, by the opportunity to learn a marketable skill.

b. The majority of enlisted MOS's have civilian counterpart occupations (the population in those nonrelatable specialties constitutes over 25% of the enlisted force).

c. Officer specialties tend more toward a general than a direct relationship to civilian skills and most officers possess academic credentials. Army professionals' (lawyers, doctors, etc.) credentials are the same in the Army and the civilian sector.

d. Existing civilian systems recognized as credentialling potential employees as possessing requisite vocational skills, feasible for adaption to Army use, are national apprenticeship, job references, academic/vocational education, and licensing/certification. Apprenticeship is the most structured and adaptable, education programs are civilian based, job references need to be developed jointly by Army and Industry to ensure an acceptable yet not overly burdensome program, and certification is very broad owing to varying requirements and will affect a relatively small population.

e. TRADOC had designed a system for centralized, automated recording/storage of individual educational, training, and work experience data and an output media.

f. US Department of Labor supports Army skill recognition

g. The development of acceptable recognition programs requires Army-Industry (includes unions) contacts.

8. CONCLUSIONS.

a. Army efforts should be concentrated upon programs for enlisted personnel initially. Programs should parallel existing civilian programs which are adaptable for Army use (Apprenticeship, Industry Recognition through documented work experience records, and Technical Certification).

b. Programs must be designed to document proficiency in skills attained through normal military training/experience or through individual initiatives and not to "teach" a purely civilian skill. No changes to training programs or mission-related duties will be made solely to support recognition programs.

c. Army-Industry contacts will be held to a minimum and DOL will be asked to initiate industry contacts when they are required.

9. RECOMMENDATIONS.

a. That TAG oversee the Army Skill Recognition Program.

b. That TRADOC/TSG develop skill recognition programs for all specialties for which they are practical (TSG for medical skills and TRADOC for all other for which their service schools have proponentcy).

c. That TAG continue to work with TRADOC/TSG in developing/expanding recognition programs to provide maximum credit to military personnel for Army training and experience.

d. That programs implemented be evaluated to determine their value and their cost effectiveness.

CHAPTER 1

INTRODUCTION

1. PROBLEM. The Army is one of the nation's largest employers and trainers of skilled and semi-skilled craftsmen. Many civilian employers and trainers have traditionally maintained a skeptical attitude concerning the transferability of service developed skills to civilian trades and most have appeared indifferent to the individual's attempts to posteriorly prove his/her degree of proficiency.

a. Presently, when ex-service personnel apply for civilian employment, they are receiving little or no credit for their military occupational specialty training and experience.¹ Normally, ex-service members must begin a civilian career at the lowest skill level regardless of the skill proficiency they have developed while in the Army. The primary causes of this situation appear to be the lack of coordination and understanding between the Army and civilian agencies, and the individual's lack of civilian acceptable credentials certifying the skills he/she has acquired. This situation is having a negative impact on both the Army and the civilian labor force. (The preceding is the consensus of the study group based on the research conducted during the first phase of the study and is generally supported by an investigation conducted by several individuals (see references for papers and studies consulted) and agencies (e.g., Department of Labor).)

b. The labor force is deprived of trained personnel and/or needlessly retrains ex-service members. The Army's recruiting and retention efforts are also adversely affected. The opportunity "to learn a skill" is one of the most effective recruiting incentives for the Army (see Annex E for supporting reports). However, potential enlistees/reenlistees become apprehensive about the advisability of a military career when they perceive that failure to complete 20 years means the individual's service time is wasted and his/her civilian career must begin again at the lowest civilian level.

1. Manpower Administration, Department of Labor, An Analysis of Post World War II Manpower Research, Policy and Program Washington, Atlantic Research Corporation, 1968, page xvii.

2. PURPOSE. Determine the feasibility of developing and operating Army programs designed to enhance ex-service members' opportunities to obtain civilian employment based on their acquired Army skills.

3. OBJECTIVES.

a. Determine the programs which could be developed to provide civilian skill recognition.

b. If programs can be developed, determine the best programs and systems for their development and management.

4. BACKGROUND.

a. Programs/Efforts Existing Prior to the JOBREC Study.

(1) Project TRANSITION.

(a) Project TRANSITION was developed and implemented during the Viet Nam War period (April 1967). This effort was designed to help soldiers transition to civilian life by allowing them to work at a civilian job for a period of time just prior to Expiration Term of Service (ETS). The intent was to reduce the unemployment problem being experienced by Viet Nam Veterans after ETS.

(b) Although the program was effective in many instances, its cost and some non-judicious uses of the program prompted Congress to order its discontinuance (May 1974).

(2) Canadian Defense Force. This organization is developing programs for their career personnel in the technical fields. Presently, their programs are directed toward licensure and certification by the provinces and territories. Future Canadian plans include the development of some apprenticeship (see glossary) programs.

(3) British Army. In Great Britain a special program between the services and industry for limited duty officers (approximately 3 years of service) has been implemented. Before entering active duty, officers are guaranteed specific civilian jobs upon completion of service and these individuals will begin civilian employment with three years longevity.

(4) US Navy. The Navy has registered and implemented 5 apprenticeship programs. At present, they are not planning any further expansion of their civilian recognition efforts.

(5) US Marine Corps. The Marines have begun developing one recognition program. This program is similar to the Army's industry recognition (see glossary) program with the American Culinary Federation.

(6) US Air Force. The Air Force is primarily pursuing the Associate of Arts Degree approach. However, they recently began initial efforts to develop apprenticeship programs.

(7) US Army.

(a) The Army began some decentralized efforts to obtain skill recognition as early as 1972. The Engineer School developed and tested an apprenticeship program for operating engineer skills during 1972-73. Subsequently, they obtained the formal endorsement of three major civilian agencies and then registered the program with the Department of Labor (DOL) in August 1975. The program was finally implemented Army-wide in February 1976. The Quartermaster School and the Transportation School also made significant progress toward implementation of some skill recognition programs in their respective areas (i.e., food service, transportation skills).

(b) Another effort which relates to the purpose of study is the development of ARCS (Accrediting Recording Centralized System) by Training and Doctrine Command (TRADOC). This system is designed to provide the individual a consolidated education record (CER) of all his/her military/civilian training and experience. TRADOC expects the CER to assist the ex-service member in obtaining academic and employment credit. A decision concerning implementation of this system is expected in early 1977.

b. Actions Leading Up to the JOBREC Study.

(1) December 1974 to September 1975. In December 1974, the Assistant Secretary of the Army (Manpower & Reserve Affairs) (ASA(M&RA)) sent a memorandum to the Director of the Army Staff (DAS) referring to the ongoing Army skill recognition efforts ((7)(a) above) and expressing his concern "that actions are being taken that will affect the Army as a whole about which Department of the Army (DA) has insufficient knowledge". As a result, the DAS tasked The Adjutant General (TAG) with the Headquarters Department of the Army (HQDA) staff responsibility to organize the efforts underway at various levels within the Army. In response, The Adjutant General Office (TAGO) developed an Army program and published guidance to the field (Army Regulation 350-40) in July 1975. During the same period, TAGO, with the cooperation of the Department of Labor (DOL), developed the

"National Apprenticeship Standards for the United States Army". These standards established the procedures for the development of Army apprenticeship programs registered by the Bureau of Apprenticeship and Training (BAT) of the DOL. The first program to be registered under these standards (August 1975) was the Engineer School's program for operating engineer specialties ((7)(a) above).

(2) September 1975 to January 1976. In September 1975, the Chief of Staff, Army (CofS,A) expressed his enthusiasm for the Army Skill Recognition efforts already underway and requested these program efforts "be expanded on an expedited basis". He also requested that programs for officers and warrant officers be considered in addition to those for enlisted personnel. To accomplish this, TAG proposed a study be conducted to develop plans for all feasible programs. The study was approved on 16 January 1976. Concurrent with the study, TAG was to continue to complete the development of those programs which were already underway.

5. METHODOLOGY. The study approach was initially divided into three phases: research, general program/system definition, and detailed program/system definition and implementation plan development. Later decisions modified this approach to allow expedited completion of the study effort and early commencement of new program development.

a. Research. During this phase, the study group investigated four major areas of interest.

(1) The study group reviewed studies/surveys which related to the stated problems.

(2) Discussions were held with other United States and foreign (Canadian and British) military services to ascertain their current experience and plans in the stated problem area.

(3) Investigations were conducted concerning the need and the desirability of skill recognition programs from the standpoint of the soldier, the Army, and civilian industry.

(4) Army skills were analyzed to determine and define their relationship to civilian skills.

b. General Program/System Definition. During this phase, the general concept of feasible programs was developed and alternative system configurations for the development and management of programs were designed. Two specific elements of analysis were involved.

(1) The feasible programs were evaluated and those expected to provide the best support for the individual were selected for implementation.

(2) Alternative systems to develop and manage selected programs were designed and the one for implementation was selected.

c. Detailed Program/System Development. During this phase, the procedures and responsibilities for development and management were to be specified for all selected programs, then implementation plans were to be developed for all categories of programs. This was to include publicity and evaluation efforts. However, this phase was modified. Under the revised plan, procedures and responsibilities were specified and implementation plans developed for each category of program sequentially. The implementation plans were developed as Army Regulations (ARs).

6. SUMMARY OF DECISIONS AFFECTING THE CONDUCT OF THE STUDY.

a. On 16 January 1976, the study directive was approved and the study formally initiated.

b. On 20 February 1976, TAG approved major changes in the study approach in order to allow the study group to assist the service schools in apprenticeship programs concurrently with the conduct of the actual study effort. This was required in order to complete the implementation of these programs initiated prior to the study and to comply with CofS,A emphasis on expedited program expansion and implementation. Originally, it was planned for TRADOC to handle the actual individual program development. However, since the 42 spaces TRADOC required were not available until October 1976, TAG tasked the study group to assume this responsibility for the interim period. The study effort was rearranged to design procedures for programs/systems in sequence with apprenticeship being the first effort. This change allowed diversion of some of the necessary resources to the development of apprenticeship programs. This modified approach resulted in expanded time schedule for the study. Completion was rescheduled for December 1976.

c. The system and overall concept to develop and manage apprenticeship programs was approved by TAG on 7 May 1976. The selected alternative (flow chart, figure 1) features decentralized management from the standpoint of the individual participant (interfaces with the local Education Service Officer). However, policy and technical requirements are managed by the program sponsor to ensure standardization, quality, and technically adequate publicity. HQDA will function as the single interface point for the transfer of administrative data to the Department of Labor (Bureau of Apprenticeship and Training). Implementation of this system was later published in AR 621-41 (effective 1 January 1977).

d. Apprenticeship Advisory Committees.

(1) Usually when civilian apprenticeship programs are implemented, National and Local Advisory Committees are formed. These committees consist equally of members representing management and labor (e.g., unions). The local committees assist the local apprenticeship coordinator in managing the program (function performed by the ESO in Army programs). At the national level the committee advises the program sponsor on broad policy.

(2) In order to make Army apprenticeship programs as identical as possible to those in the civilian sector, it was planned initially that apprenticeship advisory committees composed of Army, industry (unions and management), and US Department of Labor representatives would be formed to assist the Army in the administration of apprenticeship programs. Further study, however, revealed that advisory committees in the Federal sector were governed by Public Law 92-463 (The Federal Advisory Committee Act), which requires: (a) Office of Management and Budget (OMB) charter of committees (approximately 9 months is required under normal circumstances to accomplish actions necessary to obtain charters and convene committees); (b) formal application to OMB to change the composition of committees (approximately 8 months is required under normal circumstances to accomplish this); (c) publication of Federal Register notices prior to each committee meeting; (d) that provisions be made for public participation in meetings; and (e) increased records keeping and reporting. It was also learned that approximately \$53,000 annually would be required to operate an Army apprenticeship advisory committee system. In view of these restrictions and requirements, TAG decided on 9 July 1976 that the Army would not utilize advisory committees.

CHAPTER 2

ARMY SKILLS

1. TRANSFERABILITY OF SKILLS (MILITARY TO CIVILIAN)

a. Previous research in the area of transferability of military skills to civilian occupations generally supports the conclusion that most officer and technical enlisted MOS are directly relatable to civilian skills. Because of this expected and usually accepted conclusion, many tables (Annex A) have been developed to show the existing relationship. However, cross tabulation of these skills and wide dissemination of the information has failed to appreciably improve an ex-service member's opportunity to obtain employment appropriate to his/her skill level.

b. Each of these tables was developed for specific purposes and does not necessarily lend itself to easy use in other applications. The study group developed their own relationship tables based on the existing tables, DOL comments, and the characteristics of the three means of skill recognition being considered (discussed in Chapters 3 and 4). Experiences early in this effort resulted in the study group (substantiating a conclusion by Richardson²) determining that for most enlisted personnel and warrant officer skills a direct correlation could be established. However, for officers' skills (other than those in the traditional professions--e.g., doctor, lawyer) this direct correlation approach was not very effective. A more detailed examination of the tasks performed by the MOS and consideration of the duty assignments of the typical officer must be included when attempting to establish the relationship.

c. This effort highlighted another important fact to be considered in program development. Credentials or formal means of documenting performance for the purposes of employment do not exist for many of the officer skills (e.g., personnel manager, battalion commander). This is true in spite of the fact that these individuals' abilities are easily transferable to civilian occupations.

2. Manpower Administration, Department of Labor, An Analysis of Post World War II Manpower Research, Policy and Program Washington, Atlantic Research Corporation, 1968, page 213.

d. Also identified during this effort were many enlisted (Annex B) and some officer skills which did not relate to civilian occupations. These were primarily in the combat arms MOS.

e. In connection with development of the relationship tables, the study group identified the Army agencies (program sponsors) believed to be most appropriate for the responsibility of program development for each relatable skill. Responsibility for most MOS was assigned to the school responsible for their training. In cases where training is not accomplished by a TRADOC school, responsibility was assigned to the DA agencies having propensity for the MOS (e.g., OTSG assigned responsibility for medical recognition programs).

f. Before moving ahead to develop skill recognition programs, it was considered essential to determine the extent of their need or desirability by the individual, the Army, and the civilian industry. The results of our investigation and analysis ran the gamut of possibility. For some skills, a need for a program does not really exist as the individuals used acquired civilian credentials as a basis for their military specialty. Skills in this area include chaplains, doctors, and lawyers. In other cases, minimal credentials are required. But in most cases individuals need credentials before they will even be considered for employment.

2. METHODS OF OBTAINING CIVILIAN RECOGNITION OF MILITARY SKILLS. Several feasible alternatives to providing skill recognition were identified and evaluated by the study group.

a. Resume' - This informal document provides the potential employer the most pertinent and complimentary information concerning the individual's qualifications. It is usually a one or two page document stressing the personal attributes the individual perceives the employer wants. The Army could prepare a resume' for each service member just prior to ETS.

b. Educational Credentials - This term applies to 4- year college degrees, associate degrees (2 years), and vocational/technical certificates. These credentials signify training and/or education to which an individual has been exposed and provide the employer some indication of the potential an individual may possess. The Army provides individual consulting services and contracting and financial support for these programs.

c. Consolidated Education Record (CER) - This is a military document which will be an output of the TRADOC ARCS (Accrediting Recording Centralized System). It will provide, in one document, all pertinent data

on the individual soldier's training, education, and experience. The individual should be able to use this record as he/she would a resume' or use it to prepare a more selective structured resume'.

d. Accreditation of Military Experience - This effort involves the publication of information concerning the formal military training and work experience. The American Council on Education (ACE) publishes and distributes to academic institutions and civilian industry employment officers its Guide to the Educational Experiences in the Armed Services. This Guide included recommendations on military experience. Credit recommendations for apprenticeship and vocational/technical areas were also just recently included.

e. Vocational/Technical Education Programs - Although the primary purpose of the vocational/technical education program (offered through Army Education Centers) is to allow the soldier to improve or supplement his/her MOS training, the program does provide some skill recognition support. Most vocational/technical courses organized by an Army Education Center are given by civilian instructors from a civilian accredited institution. The completion certificates issued normally provide the soldier credentials acceptable to civilian institutions and civilian industry.

f. Formalized Means of Skill Documentation - The study group has divided the formal means of obtaining skill recognition which appear appropriate for the Army into three categories.

(1) Apprenticeship (example of program - Annex D) - These are structured programs with established standards of performance for occupations requiring the successive development of a diverse range of job skills over a specified period of time. Each participant documents (logbook) his/her actual experience as well as formal training received throughout industry, and if registered with DOL, must comply with DOL established criteria. Reciprocity of credentials exists among civilian organizations having similar programs registered with DOL.

(2) Technical Certification - This form of recognition provides individuals information on requirements for and means to attain the credentials issued by a state or nationally recognized organization. The credentials indicate the individual has completed certain requirements meant to prove his/her ability to perform certain functions at established proficiency levels. These credentials are normally required before an individual can work in the particular skill area. Medical doctors and

plumbers are examples of individuals who must obtain these types of credentials before they can practice their skills.

(3) Industry Recognition - This is the least rigidly structured approach for skill recognition but provides opportunities for the greatest number of skills. In this approach, the participants' requirements are established from a consolidation of the normal requirements of the major employers in civilian industry obtained through contacts with interested national industries. Once a program is formalized, endorsements from these employers are expected and should provide the appropriate skill recognition. The form of documentation, amount of experience, and the program's impact on the Army will vary with the skill concerned.

g. No Skill Documentation Programs Developed. If no programs are developed and implemented, the soldier can still obtain some form of recognition assistance. Opportunities for academic credentials and credit recommendations for military experience and training are available as part of the existing Army Education Program. In addition, soldiers with skills which are in short supply in civilian industry have little problem obtaining adequate employment without any further assistance by the Army.³

3. IBID, page 204

CHAPTER 3

ANALYSIS OF SKILL RECOGNITION ALTERNATIVES

1. RESUME'.

a. Advantages.

(1) Easy program to administer since it is a one time requirement near the completion of an individual's military career. Only a very simple system would be required to provide this service.

(2) For some skills this may be only practical means of enhancing skill recognition.

b. Disadvantages.

(1) Not normally used for enlisted MOS.

(2) The relative advantage of an Army prepared resume' vice one prepared by the individual is unknown; therefore, the cost benefit cannot be computed. However, there is some expectation that the resume', even where it is appropriate, may be much less important than the record of academic degree completed and of the personal experience of the individual.

(3) This document only reflects the strong points the individual wants conveyed. For an employer, a resume' may develop some interest, but more specific details are needed to determine a potential employee's abilities.

(4) Resumes are normally tailored for the specific job being considered. Since an individual will probably apply for several different jobs, many resumes may be required to adequately serve the soldier's needs.

2. EDUCATIONAL CREDENTIALS.

a. Advantages.

(1) Requires little effort on the part of the Army since programs are operated by civilian institutions.

(2) Degrees and credit toward degrees can often be transferred from one institution to another.

(3) Presently the primary means of providing some form of recognition for officers.

b. Disadvantages.

(1) Degrees alone only indicate the potential of an individual to perform.

(2) Civilian employers of most enlisted skills do not require and in most cases do not place much importance on degrees. Performance indicators, not potential indicators, are wanted by employers.

3. CONSOLIDATED EDUCATION RECORD.

a. Advantages.

(1) All training, education, and work experience information will be located in one document.

(2) Potentially the document could be used in a manner similar to the resume'.

(1) The acceptability by employers and academic institutions is unknown (untested). At a minimum, it is a new form which will require a period of time before employers and academic institutions reply upon its contents.

(2) Probably, the document will not be used directly for seeking employment, but used to prepare another document (e.g., resume') which provides only that information pertinent to the specific civilian job involved.

4. ACCREDITING OF MILITARY EXPERIENCE.

a. Advantages.

(1) Requires no effort on the part of the individual to obtain this recognition.

(2) The only requirement for the Army is to contract for the updating of the ACE Guide as courses and MOSs are changed.

(3) In academic circles, the reputation and use of this Guide is well established.

b. Disadvantages.

(1) The degree to which the recommendations are accepted by civilian employers is undetermined. This concept is new to employers.

(2) For employment consideration, these recommendations provide indications of the capabilities of the "average" soldier performing at a certain skill level. Employers are more interested in the background of the particular applicant.

(3) Apprenticeship recommendations are provided in total hours for a particular civilian skill area. The utility of this data in providing credit for specific work processes is unknown. Experiences of employer uses of these recommendations will be monitored by TAG in the future to evaluate the employment benefits provided.

(4) The Guide does not directly provide employment assistance for those skill areas which are not apprenticeable.

5. VOCATIONAL/TECHNICAL EDUCATIONAL PROGRAM (VOC/TECH).

a. Advantages.

(1) Provides soldier an opportunity to earn a voc/tech certificate.

(2) Courses may satisfy some related instruction requirements of apprenticeship programs.

(3) Can provide soldiers with nonrelatable MOS the chance to attain a marketable skill.

b. Disadvantages.

(1) The program's employment credit/assistance is primarily indirect. Earned voc/tech certificates can be used, as indicated for academic degrees, to show employers the training the individual has received.

6. FORMALIZED SKILL DOCUMENTATION PROGRAMS.

a. Advantages.

(1) Credentials resulting for these program programs are the same as those obtained in civilian industry.

(2) The programs document the actual experiences of the participant.

(3) Programs are employment oriented and designed to meet civilian industry requirements.

(4) Civilian endorsements of programs can be obtained.

b. Disadvantages.

(1) In most instances, an involved Army system is required to manage the program.

(2) Perceived benefits gained by participants will require some years before they can be substantiated.

(3) Some programs will be relatively costly.

(4) Some programs will require a great deal of service time to complete (e.g., apprenticeship programs will require more than one enlistment).

7. NO SKILL DOCUMENTATION PROGRAMS DEVELOPED.

a. Advantage.

No cost (hard dollars).

b. Disadvantages.

(1) Potential program benefits (recruiting, incentive, morale, job proficiency) will not be fully realized.

(2) Many soldiers having civilian relatable skills will continue to have trouble obtaining appropriate credit for the skills they have acquired.

8. SELECTED APPROACH. The study group felt formal skill recognition programs provided the best chance of solving the study's problem. Although the cost of this approach is higher than some of the other options, it is expected to offer the best long range benefits and since the CofS,A stated resources should not constrain program design, a system has been designed to develop and implement these programs.

9. POTENTIAL BENEFITS. Skill documentation programs should provide benefits to the individual program participant, the Army, and civilian industry.

a. The individual's opportunities for civilian employment at an appropriate skill level should improve. The development of a documentation system complying with civilian requirements and written in civilian terminology along with the increased Army contacts with major civilian employers should greatly enhance the acceptability of ex-service members for advanced civilian skill level positions. In addition, since they can see the long range benefits of their training and experience, the participant's military job satisfaction should improve.

b. The Army should benefit in three areas.

(1) Job performance and proficiency should improve resulting from the individual's interest in his work.

(2) A major benefit will be the recruiting incentive this program provides. Surveys (see Annex E) indicate that up to 80% of enlistees entered the service to learn a skill. Other surveys of enlistment eligible personnel indicate they consider the learning of a skill or the guarantee of a job after service as the major incentives for them to enlist. Although the Army cannot guarantee a civilian job, the existence of skill recognition programs will help satisfy the personal desires of potential recruits and should help the Army meet its recruiting goals. For those apprenticeable MOSs already meeting quotas, these programs should upgrade the quality of the recruit by increasing the competition for enlistment in the particular MOS.

(3) Reenlistment could be impacted in either or both of two diametrically opposite ways. In fact, the impact may vary by MOS.

(a) Civilian acceptable credentials once obtained could encourage a service member to leave the service for a civilian job. However, the study group believes if the only incentive to get a soldier to reenlist is fear of not being able to obtain a civilian job, then the Army is developing a serious morale and motivational problem which is bound to have a severe, adverse effect on our fighting strength.

(b) On the other hand, these programs could have a positive impact on the reenlistment problem. A soldier who knows he could receive appropriate civilian credit for his/her experience and training and will not have to start over at the bottom again when he/she leaves the Army may be

inclined to reenlist and try to make the Army a career. If the Army does not keep the individual for 20 years or the individual changes his/her mind about a career at a later time, he/she still will have a skill and will not have fallen very far behind civilian contemporaries.

c. Civilian industry will benefit because the Army will be providing them trained personnel. This will eliminate wasteful retraining now being required to qualify an ex-service member for a civilian job.

d. Partial completers of programs are expected to obtain some job credit/benefit because of the system used to document their experience and training is in a form readily understood by potential employers. For example, an apprentice may have sufficient experience on a certain piece of equipment (e.g., bulldozer) to allow employment at a journeyman level for that equipment. However, he/she may not have had any experience on a scraper while in the service. This failure to complete the entire apprenticeship program would only impact his/her employability in areas where sufficient training or experience hours have not been accumulated (e.g., scraper operator).

CHAPTER 4

PROGRAM CONCEPTS

1. PROGRAM DEVELOPMENT. Once the general approach to skill recognition programs was selected, a detailed system description and guidance for development and management of all programs was to be prepared and then implemented. However, the study effort was modified in February 1976 to sequentially develop and implement procedures for recognition programs. Programs for enlisted personnel were given priority since enlisted personnel were considered to have the greatest need of some form of skill recognition.

a. Initially the study group concentrated its effort on apprenticeship since:

(1) The Army had some experience in this area from the development of the Engineer School Apprenticeship Program.

(2) Program requirements were well structured and are generally applicable to any type of apprenticeship program.

(3) DOL was eager to assist the Army in program development.

(4) DOL contacts with civilian industry would help generate support for Army apprenticeship programs.

b. After recommended development procedures for apprenticeship programs were approved (March 1976) for implementation, the study group began to develop procedures for the other categories of programs which could provide assistance for the enlisted soldier.

c. The study was also responsible for identifying means to assist personnel whose MOS were not civilian relatable. This was planned to be accomplished after program guidance for relatable skills was developed.

d. Programs for warrant officers and officers were scheduled to follow the efforts for the enlisted personnel.

e. The procedures established by the study group for developing each category of skill recognition programs are discussed below (details in Annex C).

(1) Apprenticeship. Procedures for development of these programs are well defined and remain constant for all apprenticeable skills. Once relatable civilian skills are identified, the use of DOL documents will allow the selection of pertinent civilian apprenticeship programs to use as development guides. After an Army program is prepared, it is submitted to the DOL for approval and/or comments. The DOL normally staffs the proposed program with a few civilian employers of the involved skills to obtain their specific comments and informal approval. When satisfied the program meets national and industry requirements, DOL will officially register the program. The Army can then implement the program at a suitable time. Implementation of the program will be accomplished by the publication of a DA pamphlet.

(2) Industrial Recognition. Procedures for this category of programs are less precise and less structured than those for apprenticeship. This is necessitated by having to deal with many independent civilian agencies rather than a single agency like the DOL. Each of these organizations may have their own peculiar requirements. In addition, the spectrum of skills appropriate for this type of program is quite broad. Therefore, requirements for different skill programs will likely have a considerable variance. The first step in developing one of these programs is identifying and contacting the major civilian organizations that employ the specific relatable skill concerned. These organizations are informed of the Army's intentions to develop the particular program and their participation in and recommendations for program content are solicited. The Army then develops a program which satisfies all or a majority of the civilian industry requirements. Finally, prior to implementation, official endorsements by or agreements with civilian agencies are sought.

(3) Technical Certification. Programs of this type will also be loosely structured and informal. Recognition of credentials of a single skill appropriate for this category may have many different requirements depending upon the agency providing the recognition. For example, each state may have different requirements for licensing a plumber and reciprocity between agencies is the exception, not the rule. Generally each agency's recognition requirements include a certain amount of skill experience and some form of examination given by the certifying agency. Development of these programs will basically involve the consolidation and correlations and cataloging of military/civilian skills with the possible certifying agencies and their requirements. This information would be

published and then distributed to all Army Education Centers. The individual will then be able to receive guidance and some limited assistance in preparing to take any required examinations.

2. PROGRAM MANAGEMENT. A system to manage the skill recognition programs once they were developed and implemented was designed.

a. From the standpoint of the individual participant, the system has a decentralized organization. The individual only has to deal with the local Education Service Officer (ESO).

b. The remainder of the management system is centralized with the ESO feeding management data and participant data to the appropriate Army agencies. For apprenticeship, HQDA is the focal point and provides the interface with the DOL. For other programs, the program sponsors (Army schools) are the main point of contact for the ESO. System support requirements vary with the control requirements for each of the program categories: apprenticeship programs require the most control and certification programs require almost no control.

c. Detailed system procedures are discussed in Annex C.

3. DISCLAIMER. Skill documentation programs simply document soldier experiences resulting from his/her normal daily military duties. The programs do not change existing Army management or assignment policy.

a. Army training provided the individual soldier will not be modified to satisfy skill documentation program training requirements. Obtaining any skill documentation program training requirements, not satisfied by Army training, is a responsibility of the participant. However, the Army voc/tech program and other voluntary educational programs offer the participant an opportunity to obtain this additional training.

b. Participants are not guaranteed assignments necessary to complete program requirements. Further, there is no implied guarantee that a participant may be able to complete a program in a certain amount of service time.

c. Participation in these programs does not guarantee the soldier a civilian job or any special considerations in obtaining employment.

4. CREDIT FOR PREVIOUS EXPERIENCE. When a program is initially implemented, some senior soldiers eligible to participate, will not be able to

accumulate experience hours because of their duty positions. However, these soldiers should be allowed to receive recognition for their skills. It is expected that these individuals will be allowed to take a performance test (possibly the SQT) designed to demonstrate their proficiency in all the requisite apprenticeship skill areas. Upon satisfactory completion of the test they will receive an Army document certifying their proficiency to be equivalent to that of a journeyman in the respective DOL program.

CHAPTER 5

CONCLUSIONS

1. There are three categories of skill recognition programs considered most appropriate for ameliorating the service members problem of obtaining proper civilian consideration for his/her civilian relatable Army skill. These are apprenticeship, industry recognition, and technical certification. They are not mutually exclusive as many skills could receive assistance from two or three types of programs.

2. About 80% of all Army skills (officer, warrant officer, enlisted personnel) are considered relatable to civilian skills. One or more of the skill recognition programs can be developed to enhance civilian recognition of military experience in these skill areas. However, approximately 25% of these skills are the traditional professional (doctors, lawyers). Personnel with the professional skills require little assistance in addition to the recognition they presently obtain through their personal involvement with professional associations or civilian certifying agencies.

3. Experience gained during the development of programs for enlisted personnel suggests the viability of developing similar programs for all warrant officers. Also, some officer skills are appropriate for inclusion in the technical certification approach. However, it appears for the majority of officers some alternatives to the present three documentation programs are required. Perhaps some of the other alternative means of recognition discussed in 2 are appropriate.

4. Thirty percent of Army enlisted MOS are considered not to be directly relatable to a civilian counterpart skill (Annex B). However, many soldiers with these MOS do perform tasks/duties which have some civilian skill relationship. For example, the infantryman supervises, performs limited vehicle maintenance, and many other duties that relate partially, in a general sense to many civilian jobs.

a. For this group, pursuing some form of education program (4-year and 2-year college or vocational/technical school) is considered to be a feasible way to enhance their transition to civilian employment.

b. Another approach is to design special recognition programs which provide the soldier credit for the portions (selected tasks) of his/her military experience and training which do relate to aspects of civilian skills. The purpose of these special programs would be to provide the soldier credentials for use in obtaining a civilian job.

c. A third approach worthy of consideration is to provide the soldier a certain amount of civilian skill training after he/she completes military service. This training could be prorated according to the number of years of military service as an expansion of the Veterans Education Employment Assistance Act of 1976.

5. Means of civilian employment assistance, in addition to the skill recognition programs, can be developed and implemented. Feasible assistance efforts are resume' preparation assistance, job referral assistance, aptitude testing, and career (civilian) counseling.

6. Official documents such as the Dictionary of Occupational Titles, the "Military-Civilian Job Comparability Manual", and the "Army Occupational Handbook identify an interrelationship between military and civilian skills but do not explain the basis for each comparison. There is no official document which establishes and explains in detail the comparability between all relatable military skills and civilian counterparts.

CHAPTER 6

RECOMMENDATIONS

1. HQDA be the final approving authority of Army skill recognition programs and any Army-civilian organization agreements in support of these programs.
2. HQDA (TAG) investigate the feasibility of implementing employment assistance services (e.g., resume' preparation).
3. HQDA (TAG) pursue, with civilian academic agencies, the development and implementation of standard academic programs which provide credentials to soldiers having Army skills not directly relatable to civilian counterpart skills. These programs, as envisioned, would incorporate academic credit for military service and allow the transferring of accumulated credits, from assignment to assignment through the Servicemen's Opportunity College (SOC) system.
4. HQDA (TAG) prepare a cost benefit analysis of Army skill documentation programs once costs and benefits are better defined.
5. HQDA (TAG) develop, in conjunction with other DA staff elements and TRADOC, a plan to evaluate the effectiveness of skill documentation programs.
6. HQDA (TAG) publish a catalog of Army skill documentation programs.
7. HQDA (TAG) determine what aspects, if any, of the skill recognition efforts could be used by the ARNG and the Army Reserve.
8. HQDA (TAG), with the assistance of the DOL, develop and publish an official DOL publication which identifies the civilian-military skill relationships in terms understandable and acceptable to the civilian industry.
9. TRADOC develop skill documentation programs for each civilian relatable Army skill under their training proponentcy. Programs for enlisted personnel should be completed first, followed by programs for warrant officers and then officers.
10. TRADOC in consort with TAG develop and implement procedures to allow senior soldiers to obtain credit for experience acquired prior to implementation of a particular program. This effort should be accomplished after the Skill Qualification Test (SQT) has been implemented

for the skills involved in the specific programs. During this effort, the feasibility of using the SQT's or existing civilian tests as certifying performance test should be investigated with appropriate civilian employers.

11. TRADOC investigate the feasibility of developing recognition programs for personnel with nonrelatable MOS. These programs should emphasize those individual MOS duties/tasks the soldier performs which are relatable to aspects of many civilian skills.

SOURCES OF MILITARY-CIVILIAN SKILL RELATIONSHIP

AR 611-01, Commissioned Officer Specialty Classification System.

AR 611-112, Manual of Warrant Officer Military Occupational Specialties.

AR 611-201, Enlisted Career Management Fields and Military Occupational Specialties.

Army Occupational Handbook 1976-1977, unofficial document published by USAREC.

Military-Civilian Job Comparability Manual, unofficial document published by Department of Defense (ASD(M&RA)).

Dictionary of Occupation Titles, 1965, published by Department of Labor.

Military-Civilian Occupational Source Book, Armed Forces Vocational Testing Group, July 1975.

ARMY MOS/SSI CONSIDERED INAPPROPRIATE FOR
APPRENTICESHIP, TECHNICAL CERTIFICATION,
OR INDUSTRY RECOGNITION PROGRAM DEVELOPMENT*

ENLISTED (MOS)

00Z
05D, G, H, K
11B, C, D, E, Z
12B, C, D, E, F, Z
13B, E, Z
15B, D, E, F, J, Z
16B, C, D, E, F, H, J, P, R, Z
17A, B, C, D, E, K, L, M, Z
43E
51E
54A, B, C, E
55B, C, D, G, X, Z
57G

OFFICERS (SSI)

11A, B, C
12A
13A, B, C, D
14A, B, C, D, E, F, G
35A, B
37A, B, C, D, E
48E
54A
83C
93A

WARRANT OFFICERS

None

*Skill recognition programs (e.g., Associate of Arts Degree Programs) for these skills are being considered for development.

PROGRAM DEVELOPMENT, MANAGEMENT,
AND IMPLEMENTATION

1. Procedures and responsibilities for skill documentation program development have been defined for use by program sponsors in developing new programs. The procedures were developed by the study group as a result of experiences in developing the first Army program and should be used as a guide. This is especially true when developing industry recognition programs which interface with many different industries and may dictate diversions from these procedures.

2. Apprenticeship Program Development Procedures.

a. Select civilian occupation, related to military skill, for program development.

b. Review existing DOL apprenticeship programs in the selected occupation area.

c. Develop an Army program paralleling existing civilian programs as much as possible.

d. Submit proposed Army program to DOL for its evaluation. (DOL will include reviews by potential civilian employers).

e. Develop pamphlet and guidance for implementation.

f. Implement program.

g. Obtain endorsement and support from potential civilian employers.

h. Periodically review programs to keep them current with changes in Army and civilian requirements.

3. Apprenticeship programs are appropriate primarily for technical enlisted MOSs but in some cases warrant officer MOSs may also be appropriate for apprenticeship.

4. Industrial Recognition Program Development.

a. Identify and contact major employers of a civilian skill related to the military skill concerned. These organizations should be informed of the Army's intent to develop a recognition program and their requirements for providing endorsements solicited.

b. Develop a program with documentation which satisfies the requirements of most of the largest potential employers.

c. Obtain endorsements.

d. Staff program with HQDA.

e. Develop a pamphlet and publicity plan.

f. Implement program.

5. These programs can be developed for any of the relatable MOSs and may overlap with the skills covered by the other program categories.

6. Technical Certification Program Development Procedures (NOTE: Work in this area is under study by DANTES and Army efforts will be coordinated to preclude duplication).

a. Determine what skills require certification/licensing. This may be accomplished by asking potential civilian employers about credentials required.

b. Determine sources of required certification/licensing credentials (normally state/federal agencies).

c. Determine requirements for issuance/award of certification/licensing credentials.

d. Develop programs which assist the service member in satisfying credential requirements. This may include documentation of experience and completion of additional education/training courses (on his/her own time).

e. Develop pamphlet and publicity.

f. Staff program with HQDA.

g. Implement program.

7. These programs apply mainly to those civilian skills which directly serve the public and normally involve health or safety considerations (e.g., doctors, electrician).

8. Details for all these development procedures are discussed in AR 621-40.

9. Responsibility for developing these programs will be assigned to the school or agency having proponency for training of the skills involved.

10. Program Management - Apprenticeship.

a. Procedures - Individual. The individual has two requirements: to keep proper records of his military experience and training, and to keep the DOL updated on certain essential information.

(1) The individual documents, his daily experience in a special logbook. The entries are verified by his supervisor to ensure accuracy and an acceptable quality of work. Quarterly the individual must report to the Army Education Center (AEC) to update a cumulative record maintained by the ESO. This record provides protection for the individual against loss of his logbook while providing the ESO a source of data for input to the management system.

(2) The individual must provide the DOL specific information concerning his participation. A special multi-purpose form (DA Form 4409-R) must be initiated by the individual for program registration, termination, or completion. This form may also be used to provide changes/corrections of personal data previously submitted to DOL.

b. Procedures - Managers.

(1) The ESO is the interface point between the individual and the management portions of the skill recognition program. The ESO is required to submit program information to DA on a quarterly basis. The number of hours spent on counseling and administration of actions related to apprenticeship programs is to be included on the Quarterly General Educational Development Report to HQDA. In addition, annually the ESO will update DA files on the status and relocation of program participants. This will allow HQDA to purge the files of personnel who have quit the program or left the Army.

(2) The program sponsor will be responsible for determining the amount (hours) of apprenticeship credit to be awarded a participant for previous experience. Sponsors will also provide the ESO assistance in answering technical questions to the work processes.

(3) HQDA is the point of contact between the Army and the DOL for exchange of all participant information (e.g., registration, changes, etc.). Each MACOM will receive a monthly status report from HQDA showing the

total number of individuals (by program) registered at each AEC under their supervision. Annually, HQDA will provide the field a report reflecting the information in DA records on each program participant. The AEC will be required to review the report and submit any corrections to DA. The feedback will be used to update and purge the DA file.

(4) An organizational flow chart is at figure 1.

11. Program Management - Industry Recognition.

a. Procedures/Responsibilities - Individual.

(1) Because this category of program is developed from the incorporation of the requirements of many civilian agencies concerned with the particular skill, each program will be somewhat unique. However, it is anticipated the individual will have to maintain some form of documentation of his experience. This could range from a logbook (similar to apprenticeship) to a brief resume' of the individual's assignments.

(2) The individual will also be required to complete a registration form and submit it to the AEC.

(3) The details for a specific program will be provided in the DA Pamphlet announcing the program.

b. Procedures - Manager. The ESO will provide guidance and support to individuals and support to individuals desiring to participate in a program. Records required by the specific program will be maintained and necessary registration information will be forwarded to the sponsor. At a minimum, the name and date of registration of each participant will be forwarded to the sponsor for incorporation in his file.

12. Program Management - Technical Certification.

a. Procedures/Responsibilities - Individual.

(1) Program requirements in this category may be very complex since most skill areas may have different sets of requirements from the many agencies that issue the credentials. For example, the electrician may be licensed in any one of the states which means there could be as many as 50 different requirements. In addition, some states distinguish between rural and urban electrician.

(2) Success in this program will require a great deal of initiative by the participant. The ESO will normally only be able to provide an interested

individual information on requirements and addresses of licensing/certifying agencies. The individual will be responsible for completing the requirements and arranging for any examinations or other verification activities.

b. Procedures/Responsibilities - Managers.

(1) The ESO will maintain reference files (provided by sponsor) identifying certification agencies and requirements. In addition, assistance in obtaining the required training (voc/tech) necessary to supplement the individual's military training will be provided. The AEC will inform the program sponsor of individuals who successfully complete a program.

(2) The program sponsor will provide AEC updated information as appropriate, on requirements for certification/licensing.

13. Program Implementation. Army-wide implementation of skill documentation programs will be approved by HQDA based upon recommendations from agencies responsible for their development and management. Implementation plans submitted to HQDA must contain the following essential information:

- a. Break out of the estimated yearly program cost.
- b. Estimated number of participants and source of additional manpower if required.
- c. Implementation schedule.
- d. Information/instructions to be provided AEC.
- e. DA pamphlets explaining program procedures to potential participants. This pamphlet will have been staffed and prepared for submission for publication. Pamphlet will be prepared IAW guidance in AR 621-40.
- f. Publicity plans for informing potential participants and the Army as a whole. This may include briefings and material to be provided individuals while attending Army school.
- g. Copies of civilian endorsements or any plans for obtaining civilian industry support of program.

14. HQDA will approve implementation plans and assign operational dates based upon anticipated impact of the program on other related actions and programs. After receiving approval, the program sponsor will be responsible for implementing the program as scheduled. DA will be informed of any significant delays in implementation actions and the estimated change in completion dates.

APPRENTICESHIP DATA FLOW

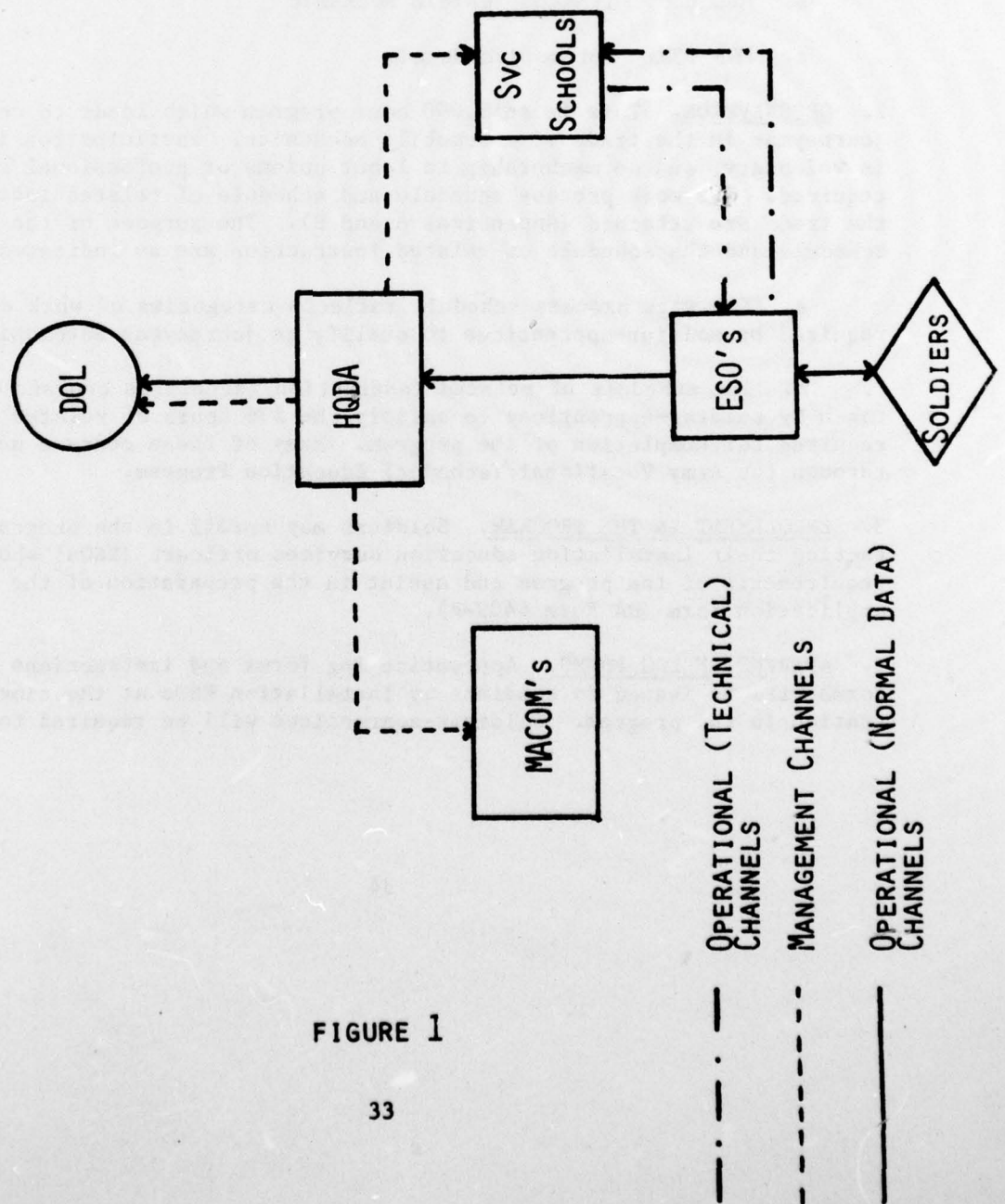


FIGURE 1

· APPRENTICESHIP PROGRAM (EXAMPLE)

THE AUTOMOTIVE MECHANIC APPRENTICESHIP PROGRAM

1. ELIGIBILITY FOR PARTICIPATION IN THE PROGRAM. Soldiers holding as primary or secondary one of the MOSs indicated below and serving in that MOS may participate in the program.

- a. MOS 63B: Wheeled Vehicle Mechanic
- b. MOS 63C: Tracked Vehicle Mechanic
- c. MOS 63H: Automotive Repair

2. DESCRIPTION. This is an 8,000 hour program which leads to certification of journeyman in the trade of automobile mechanics. Participation in the program is voluntary, and no membership in labor unions or professional associations is required. The work process schedule and schedule of related instruction for the trade are attached (Appendixes A and B). The purpose of the work process schedule and the schedule of related instruction are as indicated below:

a. The work process schedule reflects categories of work experience required by soldier-apprentices to qualify as journeyman automobile mechanics.

b. The schedule of related instruction identifies courses which may be taken by soldier-apprentices to satisfy the 576 hours of related instruction required for completion of the program. Many of these courses may be arranged through the Army Vocational/Technical Education Program.

3. ENROLLMENT IN THE PROGRAM. Soldiers may enroll in the program by contacting their installation education services officers (ESOs) who will explain requirements of the program and assist in the preparation of the apprenticeship application form (DA Form 4409-R).

4. APPRENTICE LOG FORMS. Apprentice log forms and instructions on use of forms will be issued to soldiers by installation ESOs at the time of registration in the program. Soldiers-apprentices will be required to annotate

their work experience on log sheets on a daily basis. Log and instruction sheets will be maintained by soldiers in a three-ring binder. Log entries must be verified by the soldier-apprentice's immediate supervisor on a weekly basis.

5. CREDIT FOR PREVIOUS EXPERIENCE.

a. Newly enrolled soldier-apprentices who have partially completed an approved federal or state registered civilian apprenticeship in the trade of automobile mechanics or a related trade will, upon presentation of documentation, be awarded credit for all experience related to categories of work contained in the work process schedule at Appendix A.

b. Up to 4,000 hours of credit for previous military work experience may be awarded upon presentation of authenticated documentation of satisfactory performance. Such experience must be directly related to the occupation in which the apprenticeship is being performed. Statements from previous supervisors or other such documentation which certify category of work, number of hours by category, and quality of performance will be submitted by soldier-apprentices to their installation's ESO for consideration. ESOs will forward these documents to the Commandant, US Army Ordnance Center and School, ATTN: ATSL-DD, Aberdeen Proving Ground, MD 21005, for final determination.

6. RELATED INSTRUCTION CREDIT FOR PREVIOUS MILITARY AND CIVILIAN SCHOOLING.

Credit for previous military and civilian schooling may be awarded to satisfy related instruction requirements by presenting certificates of course completion or other such documentation from official military records or other sources. The installation ESO will determine the amount of credit to be awarded. The ESO will consult appropriate service schools, as required, in order to determine the appropriate amount of credit for each course.

7. COMPLETION OF THE PROGRAM. Upon successful completion of the program, a Certificate of Completion of Apprenticeship will be awarded by the US Department of Labor. While the award of a Certificate of Completion of Apprenticeship will not guarantee a job, it will certify that journeyman status has been attained, and should enable completers of the program to be more competitive with civilians in the trade.

8. PARTIAL COMPLETERS. Soldiers leaving the service prior to completion of the program will receive documented credit for that portion of the program which they did complete. This documentation may be presented for satisfaction of requirements of civilian apprenticeship programs in the trade of automobile mechanics or a related trade.

APPENDIX A

WORK PROCESS SCHEDULE FOR THE TRADE OF AUTOMOBILE MECHANIC* (DOT CODE 620.281.030)

	<u>Approximate Hours</u>
Vehicle: Clean, inspect, lubricate.....	650
Front End and Steering: Inspect, service, repair, adjust, align, overhaul, replace.....	750
Rear Axle and Suspension: Inspect, service, repair, adjust, overhaul, replace.....	750
Clutches: Repair, replace, adjust.....	300
Transmissions: Service, repair, replace, overhaul, troubleshoot.....	350
Brakes: Repair, overhaul, adjust, replace.....	300
Engine: Service, troubleshoot, repair, tune.....	850
Engine: Remove, overhaul, replace parts.....	1000
Cooling System: Service, repair, replace.....	450
Fuel Systems: Troubleshoot, test, repair, adjust, replace.....	700
Electrical Systems: Troubleshoot, test, repair, adjust, repair.....	750
Ignition Systems: Troubleshoot, test, repair, overhaul, adjust, time.....	350
Special Tools and Machines: Operate, maintain.....	300

*Personnel working in the following military occupational specialties are authorized to participate in this program: 63B, Wheeled Vehicle Mechanic; 63C, Tracked Vehicle Mechanic; 63H, Automotive Repair.

	Approximate Hours
Miscellaneous: Exhaust system, auxiliary devices, supervision, shop operations, care and use of tools, safety.....	500
TOTAL.....	8000

APPENDIX B

SCHEDULE OF RELATED INSTRUCTION FOR TRADE OF AUTOMOBILE MECHANIC (DOT CODE 620.281.030)

A total of 576 hours of related instruction is required in order to complete this program. Completion of any one or combination of the below listed courses which equals 576 hours of related instruction or more may be taken to satisfy this requirement. Credit for courses not listed below may be awarded upon presentation of authenticated documentation of satisfactory completion. A synopsis of the course must be submitted with documentation. Documentation and synopsis for courses not listed below will be forwarded by ESOs to the US Army Ordnance Center and School, ATTN: ATSL-DD, Aberdeen Proving Ground, Maryland 21005, for final determination.

Course Number	Course Title	School	Resident		Nonresident		Hours	
			Resident	Nonresident	Resident	Nonresident	Credit	Credit
610-63B10	Wheeled vehicle mechanic	USATC*	X				320	
610-63C10	Tracked vehicle mechanic	USAArms, Ft Knox, KY	X				480	
610-63H10	Automotive repair	USAOCS, APC, MD	X				397	
610-63C10	Tracked vehicle mechanic	USAArms, Ft Knox, KY			X		4	
ORD 607	Engine principles	USAOCS, APC, MD			X		15	
ORD 730	Wheeled vehicle maintenance	USAOCS, APC, MD			X		26	
ORD 63B202	Wheeled vehicle engines	USAOCS, APC, MD			X		26	
ORD 406	Wheeled vehicle Engine maint	USAOCS, APC, MD			X		12	
ORD 403	Principles of fuels & fuel sys	USAOCS, APC, MD			X		16	
ORD 727	Electrical system & components	USAOCS, APC, MD			X		12	
ORD 010	Electrical system component rep	USAOCS, APC, MD			X		23	
ORD 404	Wheeled vehicle ignition systems	USAOCS, APC, MD			X		28	
ORD 405	Wheeled vehicle power train prin	USAOCS, APC, MD			X		12	
ORD 63B205	Wheeled vehicle clutches & transm	USAOCS, APC, MD			X		22	
ORD 63B206	Wheeled vehicle drive lines & ax	USAOCS, APC, MD			X		28	

*Course taught at US Army Training Centers at Forts Dix, Jackson, and Leonard Wood.

<u>Course Number</u>	<u>Course Title</u>	<u>School</u>	<u>Resident</u>	<u>Nonresident</u>	<u>Hours Credit</u>
ORD 081	Wheeled vehicle steering & sups	USAOC&S, APG, MD		X	12
ORD 410	Wheeled vehicle brake systems	USAOC&S, APG, MD		X	15
ORD 417	Hydraulic Transmission	USAOC&S, APG, MD		X	13
ORD 531	Mechanical maintenance of wheeled & tracked vehicles	USAOC&S, APG, MD		X	17
ORD 728	Mechanical devices & components	USAOC&S, APG, MD		X	18
ORD 726	Military vehicles and engines	USAOC&S, APG, MD		X	15
ORD 098	Fundamentals of electricity	USAOC&S, APG, MD		X	24
ORD 426	Allied trades	USAOC&S, APG, MD		X	15

SUMMARY OF RELATED STUDIES/SURVEYS

1. TRADOC Educational Vocational Opportunities Survey (TEVOS), HQ, TRADOC, Fort Monroe, VA, July 1975.

a. Sixty two percent (62%) of survey participants (random sample size: 2655 enlisted personnel) indicated they would be more satisfied with their present assignment if the Army could obtain civilian employer acceptance of skills and experience they were acquiring.

b. Sixty eight percent (68%) of participants cited Army training in a civilian related skill was a factor in their decision to enlist (reenlist).

2. Survey of Personnel Entering Active Service, MARDAC, Survey Research Division, Alexandria, VA, September 1974.

a. The most frequently cited of ten possible reasons for entering military service was to get vocational or job training.

b. When entering personnel were asked why they picked one service over the other, 75% marked "best chance to learn useful skills".

3. Perception of Enlistee Attitude Team Survey (PEAT), FORSCOM/TRADOC/USAREC joint study, draft report dated December 1974. Eighty percent of the enlistees surveyed (sample: 438) expected to learn a skill or trade in the Army which would be useful in civilian life.

4. Armed Forces Examining and Entrance Station Survey Report dated May 1975.

a. Seventy percent (70%) of participants (sample size: 13,300 enlisted) indicated that learning a skill strongly influenced their decision to enlist.

b. Forty eight percent (48%) indicated "to prepare for a civilian job" as a strong influencing factor.

c. Twenty eight percent (28%) of participants indicated that becoming eligible for GI benefits strongly influenced their decision to enlist.

d. Twenty eight percent (28%) indicated "to learn a skill" was the single most important reason for enlistment (next highest reason was stated by only 9% and that was "to prepare for a civilian job").

5. Opinion Research Corporation Survey, July 1971.

a. Seventeen- and 21-year-old males (not in service) were asked to select the one most important inducement to their enlistment. A sample size of 1,517 was used in the study. The sampling tolerances varied, by response, with a range of +5% for 95% confidence level.

b. Twenty two percent (22%) selected "guarantee of a job after end of a four-year enlistment with a company that can use a skill learned in the Army". This was the second most frequently selected (Most frequently--24% allowing one to retain his individuality) inducement.

6. NW Ayer Attitude Survey, 1976. "Younger men, 17-19 years of age, . . . see the Army as a means to getting a better civilian job after a civilian oriented skill." Survey checked attitudes of 18 groups (approximately 9/group) of non-prior service males.

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GLOSSARY

APPRENTICESHIP - a structured program with established standards of performance for occupations which require the successive development of a diverse range of job skills over a specified time period. These programs, under the supervision of individuals qualified in the occupation, require documentation (logbook) of a specified amount (usually in terms of hours) of both experience and training.

JOURNEYMAN (PERSON) - an individual in a "skilled" occupation considered qualified to perform without supervision. One method of achieving recognition as a journeyman is to complete an apprenticeship program.

DOL/BAT - The Department of Labor, Bureau of Apprenticeship and Training.

ONIP - Office of National Industry Promotion. This office is part of DOL/BAT.

LOGBOOK - records which reflect periodic experience and training of an individual.

RELATABLE MOS - MOS whose tasks and performance standards closely parallel a civilian occupation. These MOS were categorized as a result of study group evaluation or identification from established comparison tables.

TECHNICAL CERTIFICATION - procedures by which an individual obtains authority to perform or practice certain tasks. Requirements for certification usually require demonstration of the individual's proficiency. Certification is normally accomplished by state or federal agencies. Doctors and plumbers are two examples of skills which normally require certification before the individual may practice his/her skills.

INDUSTRY RECOGNITION - industrial organizations' endorsement of an Army program. This endorsement signifies the organization acknowledges, under specified conditions, that a certain Army developed skill is equivalent to a civilian skill.

WORK PROCESSES - a list of the tasks or functions an apprentice must perform and the amount of time he/she must spend performing them before achieving journeyman status.

RELATED INSTRUCTION - formal instruction related to skills being developed in an apprenticeship program. The amount of related instruction which must be completed is related to the number of hours of experience (144 hours of every 2,000 experience hours) in the program.

CONSTRUCTIVE CREDIT - apprenticeship credit (normally in hours) given an individual for documented previous experience and/or instruction in another apprenticeship program or documented previous experience and/or training received in the Army prior to implementation of the apprenticeship program.

DOT CODE - Dictionary of Occupational Title Code which identifies a specific skill. The DOT classifies most civilian skills.

ESO/AEC (EDUCATION SERVICE OFFICER/ARMY EDUCATION CENTER) - the ESO is the individual in charge of the AEC. The Education Service Officer counsels and assists soldiers in their pursuit of personal/professional academic/vocational goals.

PROGRAM SPONSOR - the Army organization assigned responsibility for development of a skill recognition program. This will normally be the service school responsibility for the MOS training of the predominant number of potential participants.

SKILL RECOGNITION PROGRAMS - Army programs which encourage civilian agencies to employ ex-service members at levels commensurate with the skill proficiency they have developed in the Army.

SKILL DOCUMENTATION PROGRAMS - skill recognition programs which involve detailed documentation of the actual military experience and training a participant acquires while performing his/her normal Army duties. These programs are developed for Army MOS which have a direct relationship to a specific civilian counterpart skill.

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